



## Unit Premier:

### Sharing the Planet

In this unit, your child will explore how life on planet Earth depends on responsibly sharing and using natural resources. The students will grow to understand the struggles and necessity to be responsible and fair with these resources and the consequences of misusing them on mankind and other living things. Students will also explore communities and the relationships within and between them, the importance of access to equal opportunities, and the results of peace and conflict resolution. Students will communicate and reflect on their learning, as scientists do, using technology to learn and consider their peers viewpoints on the studied topics.

## IB Instructional Elements

### Theme-

Six transdisciplinary units that: have global significance and offer students the opportunity to explore the communities of human experience.

- **Sharing the Planet**—An inquiry into the importance of life-sustaining natural resources and our rights and responsibilities to be respectful of all life on Earth when using them.
- **Lincoln Curriculum Connection (LCC)**— Students will share their beliefs and learned knowledge about the importance of sharing natural resources responsibly.

### Learner Profile

A set of attributes that, taken as a whole, lay the foundation upon which international-mindedness will develop and flourish

- **Caring**— *As students gain understanding on the importance of sharing natural resources and being respectful to the inhabitants of planet, Earth, they will share their caring beliefs and values and make a positive impact other’s viewpoints.*
- **LCC**— Students’ caring attitude will impact their opinion and determine how they choose to use resources at their school and in their community.
- **Balanced**: students will learn about the balance of government and the need for fair rules.
- **LCC**— Students will experience a mock scenario of unsustainable life on planet Earth due to the exhaustion of natural resources. They will create a fictional representation on a new planet, complete with all of the natural resources that will sustain life. Students will also create the rules that must be followed in order to prevent the depletion of these resources.
- **Reflective**: Students will reflect on their role in a fair and balanced society and the need to be responsible with natural resources now. They will share their viewpoints with their peers using a blogging website.
- **LCC**— Students will show a gained awareness of the importance of conserving natural resources and of helping other’s learn of this dire need.

### Attitudes

Expressions of fundamental values, beliefs and feelings about learning, the environment and people.

- **Tolerance**— Students will note the similarities and respect the differences of others. They will realize that natural resources are necessary to preserve life on Earth.
- **LCC**— Students will make a commitment to take the necessary action in keeping our environment clean and raise awareness in preventing further problems.
- **Empathy**— *Students will be open-minded about the feelings of others and put themselves in other’s shoes to determine their needs and wants.*
- **LCC**— Students will show respect for our community and environment by taking action.
- **Creativity**— *Students will creatively design within restraints.*
- **LCC**— Appreciation of the wonder and beauty of the world and what we can do to preserve it for our future and the future of all life on Earth. .

### Key Concepts

Powerful ideas that have relevance within the subject areas but also transcend them and that students must explore and re-explore in order to develop a coherent, in-depth understanding.

- **Responsibility**— Students will learn the importance of making responsible choices as good citizens of this Earth. The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.
- **LCC**— Throughout this unit students will develop an understanding that every action has a consequence. Students will understand that laws must be formed and followed to help all forms of life thrive on planet Earth.
- **Perspective**: Students’ perspectives are shaped by knowledge and experiences.
- **LCC**— Students will share their views of the learned material with their peers electronically and by creating a water conservation initiative at Lincoln Avenue Academy.
- **Reflection**— Students understand that people make choices based on their understandings, and the actions they take can make a positive difference or have negative consequences.
- **LCC**— *Students will understand each other’s needs to sustain life on Earth and make decisions to make be a positive influence and problem solver.*

### Transdisciplinary Skills

Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature.

- **Self-Management** —Students will use their gained knowledge to manage their own behavior and make informed choices that will be the most beneficial to their world.  
**LCC**— Students will be leaders at their school trying to raise awareness of saving valuable resources.
- **Social**— Students will work in groups to make decisions and use conflict resolution skills.
- **LCC**— Students will work with others to design a planet which will have all of the necessary resources to sustain life and be comfortable on a new planet.